Proposed Synopsis for the Ph.D. Pre-Registration Seminar on

Social Intelligence, Social Maturity and Social Adjustment among Undergraduate Students of Ranchi District

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1. Introduction

1.0 State of the Art

Social intelligence, social maturity and social adjustment are interconnected aspects of individuals' social functioning and development. Cultivating these qualities involves developing interpersonal skills, emotional intelligence, and ethical decision-making abilities, which are essential for building fulfilling relationships and thriving in various social environments. All these variables play a vital role in present society especially for adolescents which were considered as the transition period that includes a lot of physical, emotional, and behavioral changes. Here the present aim of the research will be to examine social intelligence, social maturity, and social adjustment among undergraduate students of Ranchi district. The present research will be shown whether any differences seen in terms of residence, gender, and religion on the social intelligence, social maturity and social adjustment of undergraduate students.

1.1 Conceptual framework

1.2 Social Intelligence

The concept of social intelligence was introduced by Edward Thorndike in 1920 during the early part of the twentieth century. Social Intelligence can be broadly defined as the capacity to understand men and women, boys and girls, so as to be able to act wisely in human relations—which implies that it involves being able to know what is on another person's mind (empathy) plus what another person would do in a particular situation (social skills).

Conjuring an ability to act effectively, and often creatively, in the company of other people and with regard to the situational demands that help realize social aims (Thorndike, 1920).

It consists of a rich tapestry of cognitive, emotional, and behavioral skills that form the very essence of being able to navigate successfully in social situations at all levels (Goleman, 2006).

There exist certain elements that constitute this enigmatic faculty known as social intelligence—

- **Emotional awareness**: It is the capacity to identify, comprehend, and react correctly to one's own emotions as well as those of others (Salovey & Mayer, 1990).
- **Empathy**: The ability to react with kindness and concern while also being sensitive to and understanding of the feelings, ideas, and views of others (Davis, 1983).

- **Social Perception**: The ability to effectively decipher others' intents and feelings from their body language, tone of voice, facial expressions, and other social indicators (Ambady & Rosenthal, 1992).
- **Social Influence**: The capacity to successfully negotiate, persuade, and influence people while remaining receptive to their attempts at influence (Cialdini & Goldstein, 2004).
- **Relationship Management**: The ability to establish and preserve a good rapport, settle disputes, and work with people to accomplish shared objectives (Goleman, 1995).

Developmental Perspectives:

- According to Harris (1995), social intelligence is regarded as a complex concept that evolves over time via interactions with peers, caregivers, and social settings.
- Environmental elements like parental practices, socialization experiences, and cultural norms, as well as genetic predispositions, all have an impact on it (Tomasello et al., 2005).

Significance:

- Social intelligence is important in many areas of life, such as employment, community involvement, and interpersonal interactions (Gardner, 1983).
- According to Matthews et al. (2002), it's linked to better job performance, higher levels of psychological well-being, and better social integration and adjustment.

1.3 Social Maturity

The confluence of behavioral, emotional, and cognitive skills that allow people to respect the rights and viewpoints of others while participating in positive, meaningful, and mutually beneficial social interactions is known as social maturity (Masten & Coatsworth,1998).

1.4 Characteristics of a Social Matured Person

1. Self-Awareness:

- Mature individuals in social settings possess a profound comprehension of their own emotions, strengths, weaknesses, and values (Goleman, 1995).
- They have the ability to reflect and be introspective, recognizing their own biases and limitations in social interactions (Salovey & Mayer, 1990).

2. Empathy and Perspective-Taking:

- They exhibit a high degree of empathy, displaying sensitivity to and understanding of others' emotions, thoughts, and perspectives (Davis, 1983).
- They actively engage in considering others' viewpoints and experiences when making decisions or resolving conflicts (Decety & Jackson, 2004).

3. Effective Communication Skills:

- Individuals who are socially mature demonstrate excellence in both verbal and non-verbal communication, expressing themselves clearly and actively listening to others (McCornack, 2017).
- They are proficient at adjusting their communication style to different contexts and audiences, thus promoting effective interpersonal connections (Adler & Rodman, 2019)

4. Emotional Regulation:

- They possess strong emotional regulation skills, able to manage and express their emotions in appropriate ways, even in challenging or stressful situations (Saarni, 1999).
- They demonstrate resilience in the face of adversity, maintaining composure and problem-solving effectively when faced with emotional challenges (Eisenberg et al., 2006).

5. Conflict Resolution Abilities:

- Socially mature individuals excel in resolving conflicts constructively, seeking win-win solutions and maintaining positive relationships with others (Johnson & Johnson, 1996).
- They approach conflicts with empathy, open-mindedness, and a willingness to compromise when necessary (Fisher & Ury, 1981).

6. Respect for Diversity:

- They value and respect individual differences in culture, beliefs, and backgrounds, fostering inclusive and supportive environments for all (Banks, 2008).
- They actively seek out opportunities to learn from diverse perspectives and engage in cross-cultural understanding and collaboration (Nussbaum, 2002).

7. Responsibility and Accountability:

- Socially mature individuals take responsibility for their actions and choices, understanding the impact they have on others and their community (Ryan & Deci, 2000).

- They hold themselves accountable for upholding ethical standards and principles in their interactions and decision-making processes (Rest, 1986).

1.5 Relationship between Social Adjustment and Social Maturity

- Effective social adjustment requires the development of social maturity, including skills such as empathy, communication, and emotional regulation, which facilitate successful interactions with others (Ladd, 1990).
- Both social adjustment and social maturity are developmental processes that evolve over the lifespan, influenced by various internal and external factors (Eisenberg et al., 2006).
- As people mature and progress, advancements in their social skills often result in better social integration, as they become more adept at dealing with social issues and creating significant connections (Harter, 2006).
- People with well-developed social skills are more apt to have a smooth social integration, as their sophisticated social abilities and understanding of emotions help them build and keep strong bonds with friends, family, and coworkers (Davis, 1983).
- Achieving smooth social integration can also lead to more social maturity, as positive social experiences offer chances for learning, development, and improving social skills (Goleman, 1995).
- On the other hand, difficulties in social integration can inspire individuals to work on and improve their social skills to tackle challenges and achieve deeper social connections (Decety & Jackson, 2004).
- Academic performance, professional success, and general well-being are among the life outcomes that are impacted by the link between social adjustment and social maturity (Ryan & Deci, 2000).
- According to Lerner et al. (2009), people who exhibit both strong social maturity and successful social adjustment are more likely to have positive developmental trajectories and to have satisfying relationships and social experiences throughout their lives.

The socio-cultural theory developed by Lev Vygotsky in 1978 places a strong emphasis on the contribution of social interactions on cognitive development. Individuals learn and develop in the context of social interactions and cultural influences, according to Vygotsky. According to this

viewpoint, social experiences, outside advice, and cultural standards all have an impact on the processes of social maturity and adjustment.

- The dynamic and interactive character of development is emphasized by the Developmental Systems Theory (DST), which integrates biological, psychological, and environmental elements. It was first presented by Linda Smith and Esther Thelen in 2006. DST holds that development results from the ongoing interplay between a person's traits and their surroundings, with intricate feedback loops and non-linear processes influencing development over time. The result of this dynamic interaction between personal elements—like social, emotional, and cognitive abilities—and external factors—like familial, peers, and cultural background—is social maturity.
- According to Laura Carstensen's (1995) socio-emotional selectivity theory, as people get older, they give priority to emotionally fulfilling relationships and aspirations. The transition from quantity to quality in social interactions, with a focus on emotional health and satisfying connections, is a sign of social maturity.

1.6 Concept of Adjustment

In his 1859 definition of the "Theory of Evolution by Natural Selection," Charles Darwin postulated that organisms gradually alter over time as a result of adapting to their surroundings. They are better able to survive and procreate as a result of this adaptation, which helps favorable features spread across a population.

According to Charles Darwin's theory of natural selection, animals with favorable traits that are better adapted to their surroundings are more likely to survive and pass them on to their progeny. Darwin's theories on adjustment can be used to examine how people and civilizations adjust to shifting conditions and surroundings in the context of human psychology. Influenced by Darwin's theories, the area of evolutionary psychology investigates how human behavior and psychological characteristics may have evolved to improve survival and reproductive success.

According to many psychological perspectives, adjustment involves the following important elements:

- **Coping Strategies**: Coping mechanisms are the methods people employ to deal with stress, hardship, or challenging circumstances. These systems may be maladaptive or adaptive, depending on how well they assist people in overcoming obstacles. Coping

strategies include things like problem-solving, asking for help from others, accepting oneself, positive reframing, and avoidance. Knowing diverse coping techniques can help people better understand how they deal with and adjust to varied stresses in their lives (Richard S. Lazarus, 1984).

- **Resilience:** The capacity to recover from hardship, trauma, or major life obstacles is referred to as resilience. When faced with hardship, resilient people show psychological fortitude and adaptability; they frequently exhibit traits like optimism, tenacity, adaptability, and actions that seek out social support. The components of resilience, such as positive emotions, problem-solving abilities, supportive connections, and cognitive flexibility, are highlighted in research on resilience (Ann S. Masten & Jelena Obradovic, 2006).
- **Adaptation Change**: The process of modifying one's ideas, actions, and feelings in reaction to novel or changing situations is known as adaptation to change. To thrive in dynamic environments and manage transitions—whether they are brought on by changes in relationships, careers, health, or other aspects of life—people need to master this component of adjustment. Gaining knowledge about how people adjust to change can help one understand the mechanisms that underlie resilience and adjustment (William Bridges, 2009).

1.7 Characteristics of Well Adjusted Person

Those who are well-adjusted display a number of traits that demonstrate their capacity to handle life's obstacles, uphold wholesome connections, and feel fulfilled and content.Key traits of those who are well-adjusted include:

- **Emotional Stability**: People who are well-adjusted frequently display emotional stability, which is the capacity to control feelings and preserve a stable emotional state even in the face of hardship or stress. They are tenacious and able to overcome obstacles without giving in to their negative feelings (David Watson & Clark Lee Anna, 1984).
- **Positive Viewpoint on Life:** People who are well-adjusted typically emphasize optimism, hope, and thankfulness in their outlook on life. They approach life with confidence and excitement and are able to see opportunities in challenges (Martin E. P. Seligman, 2006).

- **Effective Coping Skills**: People who are well-adjusted have coping mechanisms that allow them to deal with stress, hardship, and obstacles in life in a positive way. They make use of flexible coping mechanisms like accepting oneself, looking for social support, problem-solving, and positive reframing (Susan Folkman & Judith Tedlie Moskowitz, 2004).
- **Healthy Relationships**: People who are well-adjusted build wholesome, encouraging bonds with other people. They exhibit empathy, compassion, and effective communication techniques, which promote pleasant encounters and deep bonds with friends, family, and coworkers (Roy F. Baumeister & Mark R. Leary 1995).
- **Sense of Purpose or Meaning**: People who are well-adjusted possess a sense of direction, fulfillment, and satisfaction in their lives, which stems from this sense. Their personal values, objectives, connections, or contributions to society could provide them with significance (M. Steger et al., 2006).

1.8 Concept of Social Adjustment

The ability of a person to successfully navigate and adjust to the expectations, norms, and demands of diverse social environments is referred to as social adjustment.

- Psychologists William McDougall (1908–) was a trailblazer in the fields of instinct theory and social psychology. The author of "An Introduction to Social Psychology" talked about how social influences and instincts shape human behavior, including social adjustment.
- Renowned psychologist Kurt Lewin (1951) made important advances in the field of social psychology. He highlighted how social dynamics and group dynamics play a significant role in determining an individual's behavior. He emphasized the interaction between people and their social surroundings in his work "Field Theory in Social Science," which is crucial to comprehending social adjustment.
- Known for his studies on social solidarity and the division of labor in society, Emile Durkheim (1893) was a pioneer in the field of sociology. He examined how social integration and regulation affect individual behavior and social cohesion in his book "The Division of Labor in Society," which is pertinent to comprehending social adjustment.

There are several important facets of social adjustment that cover a range of variables that affect how people adjust to and behave in social situations. Here are a few important points to remember:

1. **Social Support**: The help, inspiration, and resources that people in one's social network offer is referred to as social support. It is essential for assisting people in managing stress, overcoming obstacles, and preserving their mental health. Research has demonstrated the correlation between improved social adjustment and general health outcomes and social support (Cohen & Wills, 1985).
2. **Social Skills**: Social skills include the capacity to engage and communicate with people in a variety of social contexts. Strong social skills enable people to navigate social norms and expectations, build and sustain relationships, and settle disputes—all of which contribute to better social adjustment (Spence, 2003).
3. **Social Identity**: The aspect of a person's self-concept that results from their affiliation with particular social groups is referred to as their social identity. It affects how people view other people and themselves, as well as how they feel connected to different social contexts and like they belong. Through influencing people's attitudes, behaviors, and interactions in various social contexts, social identity can have a substantial impact on social adjustment (Tajfel & Turner, 1979).
4. **Social Integration**: The degree to which people are a part of and connected to social networks and communities is referred to as social integration. It includes things like interacting with people, feeling like you belong, and taking part in social activities. While social marginalization or isolation can impede adjustment and well-being, high levels of social integration are linked to better social adjustment (Berkman et al., 2000).

1.9 Factors Affecting Social Adjustment

Numerous elements can impact social adjustment, affecting how people adjust and behave in social settings. The process of social adjustment is influenced by several factors:

1. **Social Support**: A vital component of social adjustment is social support from friends, family, and the community. Good social support networks offer practical, emotional, and informational support, reducing stress and improving coping skills (Thoits, 2011).
2. **Cultural Background**: Social adjustment is greatly influenced by cultural norms, values, and practices. Language hurdles, acculturation stress, and disparities in social

expectations are some of the particular difficulties that people from diverse cultural backgrounds may encounter when adjusting to a new social setting (Berry, 2003).

3. **Personality Traits**: Extraversion, openness to new things, and agreeableness are examples of traits that can affect how well a person adjusts to social situations. According to Ludtke et al. (2011), people with gregarious and outgoing personalities might have an easier time making friends and adjusting to new social situations, whereas introverted or neurotic people might have a harder time.
4. **Socioeconomic Status (SES)**: By influencing social networks, opportunities, and resources, socioeconomic status can have an impact on social adjustment. People from lower socioeconomic backgrounds might find it difficult to engage in social activities and obtain helpful resources, which could hinder their ability to adjust socially (Adler & Stewart, 2007).
5. **Life Transitions**: Shifting careers, relocating to a new city, or embarking on a new stage of life (marriage, parenthood, etc.) can all have an effect on social adjustment. People may have to adjust to shifts in their routines, relationships, and social roles, which can be difficult (Searle & Ward, 1990).

1.10 Theories of Social Adjustment

A number of psychological theories shed light on the mechanisms and processes that underlie social adjustment. Various theories exist regarding social adjustment.

Social Learning Theory

Social behavior is shaped by observational learning, modeling, and reinforcement, according to Albert Bandura's (1977) social learning theory. According to this theory, individuals learn new behaviors by observing others and imitating their actions. Social adjustment occurs through the acquisition of adaptive social skills and behaviors, which are reinforced through positive outcomes and social approval.

Social Cognitive Theory

Albert Bandura, (1986) social cognitive theory expands upon social learning theory by incorporating cognitive processes such as attention, memory, and self-regulation. Social adjustment is influenced by individuals' cognitive processes, including self-efficacy beliefs

(confidence in one's ability to succeed), outcome expectations (expectations about the consequences of behavior), and observational learning of social norms and behaviors.

Social Identity Theory

Henri Tajfel and John Turner (1978) explores how individuals' self-concept is influenced by their membership in social groups. According to this theory, individuals categorize themselves and others into social groups (e.g., based on gender, ethnicity, or organizational affiliation) and derive their social identity from these group memberships. Social adjustment involves managing and negotiating multiple social identities and intergroup dynamics to achieve a positive sense of self within social contexts.

Social Comparison Theory

Leon Festinger (1954) social comparison theory posits that individuals evaluate their abilities, opinions, and attitudes by comparing themselves to others. Social adjustment occurs through upward social comparison (comparing oneself to those perceived as superior) and downward social comparison (comparing oneself to those perceived as inferior), which influence self-evaluation, self-esteem, and adjustment to social norms and standards.

Attachment Theory

Mary Ainsworth and John Bowlby (1991) attachment theory explores the dynamics of emotional bonds and relationships between individuals. According to this theory, early attachment experiences with caregivers influence individuals' internal working models of self and others, shaping their expectations and behaviors in social relationships. Social adjustment involves seeking and forming secure attachments with others, which provide emotional support, security, and a sense of belonging.

Transactional Model of Stress and Coping

Richard Lazarus and Susan Folkman (1991) the transactional model of stress and coping emphasizes the dynamic interplay between individuals and their environments in coping with stressors. Social adjustment is influenced by individuals' appraisal of stressors (perceived threat or challenge), coping strategies (efforts to manage stress), and social support resources, which collectively determine adjustment outcomes.

Review of Literature

Studies related to Social Intelligence

Saxena and Jain (2013) conducted a research to assess the social intelligence of undergraduate students (male and female) participating in Science and Arts degree programmes at various institutions in City of Bhilai, Chhattisgarh, a descriptive survey study was conducted. Sixty undergraduate male and sixty female students were chosen in this manner. Using a t-test, the data was evaluated. Stream arts students, according to the results of the gender analysis, have higher social intelligence than students from other streams, while female students, according to the results of the gender analysis, have higher social intelligence than male students.

Rai and Singh (2014) analysed a college student survey on sociability. Undergraduates from a variety of degree programmes in Dhampur, Bijnor, were surveyed to determine their level of social intelligence. The participants were both male and female and were majoring in either Arts or Sciences. The purpose-driven descriptive survey approach was applied to gathering information. The sample was created using a stratified disproportionate random sampling procedure, which included selecting 30 undergraduates from the Arts and 35 from the Sciences. The information was obtained using the Social Intelligence Scale (SIS), which was created and approved by N.K. Chadda and Usha Ganesan (2009). To evaluate the data, t-test was test. Gender analysis indicates that female students have greater levels of social intelligence than male students, while stream analysis indicates that students majoring in the arts have higher levels of social intelligence than students majoring in any other discipline.

Gnanadevan (2016) studied on the socioeconomic position of pupils in upper secondary schools and their social intelligence. Four hundred undergraduates were chosen at random to take the social intelligence test. Senior high school students scored very well on measures of social intelligence. Results showed that caste, maternal education was substantially associated with kids' social intelligence scores in high school. The gender did not exhibit any statistically significant variations.

Studies related to Social Maturity

Lawrence and Jesudoss (2011) studied at the relationship between students' success in the classroom and their degree of social maturity. The data was collected using the standardised "Social Maturity Scale" developed by Nalini Rao in 1971. We gathered information from 320

students enrolled in twelve different high schools in the Tirunelveli region using a random sampling approach. There were 160 men and 160 women among them. According to their findings, females (mean score of 55.84) and boys (mean score of 235.51) had higher levels of social maturity than boys (239.01) and academic achievement, respectively (51.05). Girls mature at a younger age than guys.

Gupta (2014) assessed the study were one hundred Himachal Pradesh Master of Education students, both male and female. The level of social maturity among female students studying in the arts or sciences did not vary statistically significantly, and all Master of Education students are regarded as socially mature regardless of whether they identify as members of the humanities or sciences. There was no statistically significant difference in the level of social maturity between male and female science M. Ed. students, arts M. Ed. students, and science M. Ed. students combined. There was little difference in social maturity between Master of Education students of various genders.

Vijay and Thilagavathy (2014) studies on graduate students' social maturity and the decision-making process around their careers were the focus of this research. The Karur District in Tamil Nadu was the site of the survey that formed the basis of this research. The basic random selection approach was applied to choose 692 students: 228 males and 464 females, 280 majoring in arts and 412 majoring in sciences, 375 attending institutions in rural areas and 31 in metropolitan centres. The researcher discovered that graduate students make moderately level career decisions. Generally speaking, graduate students are rather mature socially. Additionally, it shows that social maturity and job decision-making are not significantly related.

Bordhan (2015) investigated the impact of students' social maturity on their performance in high school. Four hundred students from eight different CBSE-affiliated Assam high schools (two hundred male and two hundred female) were surveyed using normative survey methodologies. The schools were located in both urban and rural areas. It is the social maturity scale that Nalini Rao created. Results showed a favourable and statistically significant relationship between high school students' social maturity and their academic performance, with a product moment coefficient of correlation of 0.84 (df =398, N=400) and a level of confidence of 0.1. When looking at the means, we find that females have a higher mean score of social maturity than boys do (50.37).

Anitha's (2017) conducted a research on the social maturity of college students, He selected 300 individuals using a simple random selection procedure called the lottery method. Social Maturity Scale (90 items): 0.79 is the reliability. The study discovered a strong correlation between social maturity and a number of demographic factors, such as age, gender, and high school students' .According to the results, gender is a major factor in how people mature socially.

Khairnar (2019) studied at students' levels of social maturity who learn in English and Marathi. The simple random method was used. Forty children were selected from Dhule City (20 students 10 Male and 10 Female were from English Medium School and 20 students 10 Male and 10 Female were from Marathi Medium School). The pupils were between the ages of fourteen and sixteen. The pupils that were chosen all came from middle-class backgrounds. (4–2 lakh). The social maturity was measured using a Hindi version of the scale created by Nalini Rao. The scale has a reliability of 0.79 when tested again. Test has good concurrent and constructs validity. There are 90 items in the test which measure social maturity. It is five point rating scale. Descriptive statistic (Mean, S.D.), were calculated, and factorial design was use 't' test. Mean (115.65) and SD (25.83) of English medium students on social maturity respectively mean (166.45) and SD (35.24) of Marathi medium students on social maturity. The computed "t" value of 4.66 on 38 df was deemed to be significant at the 0.01 level of significance. That means we can say that Marathi medium students have high social maturity than English medium students.

Studies related to Social Adjustment

Srivastava (2018) conducted a research on the problems of social adjustment of school going academic achievers. A total of 280 pupils from the Mohonpur subdivision in Tripura were surveyed; the participants included 140 males and 140 females from various urban and rural areas including both Bengali and English medium students. The Adjustment Inventory (Sinha and Singh, 1968) was administered on School Students to collect the data. Result shows no difference in the social adjustment issues between students of urban and rural locations, but a significant difference observed between male and female students. When it comes to problems with social adjustment, they are similar. There is a notable disparity in the social adjustment challenges experienced by pupils of Bengali and English language schools. There is a notable

difference between the social adjustment issues of those with high and poor intellectual accomplishments.

Srinivasan (2019) conducted study on the connection between upper secondary school students' social adjustment and academic achievement. Social adjustment inventory was used by Roma Pal (1985) and its internal consistency reliability was found to be 0.849. Data collected, in order to gather samples, a random sampling approach was used. In the Krishnagiri district of Tamil Nadu, 180 kids from the ninth grade were selected for the sample. The average social adjustment score was 85.06, while the standard deviation was 15.06. That means the average social adjustment scores for the whole group range from 77 to 113. Students in upper secondary school have a moderate degree of social adjustment.

Patial (2023) conducted a research on Assessment of Social Adjustment Level among Secondary School Students, a descriptive survey method was used to collect samples on the basis of the stratified random sampling method. Social Adjustment Inventory (SAI) by R. C. Deva 1990 was applied for data collection. The research was conducted in the Jalandhar and Kapurthala districts of Punjab state in classes IXth and Xth of secondary schools. 240 samples were selected in the research. After administering a social adjustment inventory, the result shows significant differences in all 7 dimensions of the scale, which were: Extremely Poor/Low, Very Poor/Low, Poor/Low, Average/Moderate, Above Averaged, High, and Extremely High level of social adjustment.

2.0 Problem to be investigated

The present study will explore the level of Social Intelligence, Social Maturity and Social Adjustment Among Undergraduate Students of Ranchi District of Jharkhand. To see the impact Gender, Religion and Place of Residence on the Social Intelligence, Social Maturity and Social Adjustment of undergraduate student will be examined in this research.

3.0 Objectives of the investigation and motivation

The following objectives will be prepared for the present study:-

- To study the levels of Social Intelligence, Social Maturity and Social Adjustment, among total sample and sample sub-groups of college students.

- To study the significant impact of Gender (Male and Female), Religion (Hindu and Muslim), Place of residence (Urban and Rural) on Social Intelligence, Social Maturity, Social Adjustment.
- To study the correlation between Social Intelligence, Social Maturity, Social Adjustment in relation to Gender, Religion and Place of Residence.

Motivation

Motivation plays very vital, important and significant role in any psychological research because it grants a definite way and direction to do a psychological research. There are very few studies to show the comparison between two sub-groups of religion (Hindu and Muslim), gender (Male and Female) and place of residence (Rural and Urban) on social intelligence, social maturity and social adjustment of undergraduate student of Ranchi District of Jharkhand. Interest in increasing knowledge motivates people to do research in their field of interest or creates curiosity to understand the things that are controlled around us.

4.0 Research Hypotheses

The following hypotheses will be prepared for the present study:-

- The levels of Social Intelligence will vary among total and different sample sub-groups based on Gender, Religion and Place of Residence.
- The levels of Social Maturity will vary among total and different sample sub-groups based on Gender, Religion and Place of Residence.
- The levels of Social Adjustment will vary among total and different sample sub-groups based on Gender, Religion and Place of Residence.
- There is no significant impact of Gender, Religion and Place of Residence on the Social Intelligence of undergraduate students of Ranchi District of Jharkhand.
- There is no significant impact of Gender, Religion and Place of Residence on the Social Maturity of undergraduate students of Ranchi District of Jharkhand.
- There is no significant impact of Gender, Religion and Place of Residence on the Social Adjustment of undergraduate students of Ranchi District of Jharkhand.
- There is no significant inter relationship among Social Intelligence, Social Maturity and Social Adjustment among college students.

5.0 Research Design and Methodology

5.1 The Sample

The stratified random sampling technique will be used to select 320 college students from Ranchi District of Jharkhand. The stratification will be based on:

Religion = 2 (Hindu and Muslim)

Gender = 2 (Male and Female)

Place of Residence = 2 (Urban and Rural area of Ranchi District)

Based on a 2X2X2 factorial design, 320 college students will make up the sample. This will be achieved by dividing the sample into 8 sub-groups, with 40 cases in each sub-group.

Table no-1

Sample Design

Gender		**Male**		**Female**		**Total**
Religion		**Hindu**	**Muslim**	**Hindu**	**Muslim**	
Place of Residence	**Urban**	40	40	40	40	160
	Rural	40	40	40	40	160
Total		**80**	**80**	**80**	**80**	**320**

Independent Variables

1. Religion
2. Gender
3. Place of Residence

Dependent Variables

1. Social Intelligence
2. Social Maturity
3. Social Adjustment

Inclusion Criteria

1. Age: 17 to 27 years.
2. UG Students from Colleges of Ranchi District.
3. Hindi and English medium students.

Exclusion Criteria

1. Student's age: below 17 years and above 27 years.
2. Post graduate students.
3. Any physical disabilities.

6.0 Source of Data and Tools to be used in Collection of Data

6.1 Source of Data

Data required for the present study will be collected from two major sources, such as Primary and Secondary. Major part of the data will be collected through primary source. Information from Primary source will be collected from different undergraduate students of Ranchi District. Students involving undergraduate, encompassing Hindu and Muslim, Male and Female from Urban and Rural areas and will be selected for the study. Information from Secondary source will be collected from Books, Journals, Articles, Reports and thesis which will provide a variety of information regarding social intelligence, social maturity and social adjustment of students.

6.2 Tools to be used in Collection of Data

Data will be taken from Ranchi District of Jharkhand and Tools to be used in Collection of Data are**:**

1. Personal Data Questionnaire.
2. Social Intelligence Scale.
3. Social Maturity Scale.
4. Social Adjustment Inventory.

1) Personal Data Questionnaire

Personal data questionnaire will be designed by the researcher to collect information from sample such as their name, age, gender, religion, residence, socio-economic status, etc.

2) Social Intelligence Scale

This was accomplished using the Social Intelligence test that Chadha and Ganeshan (2009) created and verified, Guttman scale consist 66 items. The eight aspects of the scale are as follows: memory, tactfulness, sensitivity, confidence level, cooperativeness, and recognition of social surroundings. The scale has been design for 18 years and above age of the college students. The test retest reliability coefficient range from .84 to .97 on 150 of sample size.

Empirical validity and cross validity coefficient of 0.70. The social intelligence scale was standardized on (150 male and 150 female) a sample population of 300.

3) Social Maturity Scale

The Social Maturity of teenagers was evaluated using three subscales of Rao's (19871) Social Maturity Scale. Every one of the three subscales assesses a distinct facet of personal adequacy (work orientation, Self Direction and Ability to take Stress), interpersonal adequacy (Communication, Enlightened Trust and Cooperation), and Social Adequacy (social commitment, social tolerance and openness to change). There are four potential likert scales on the 90-item scale: Strongly Agree, Agree, Disagree, and Strongly Disagree. It was given twice to 180 students in grades VIII, IX, to XII over a period of four to five weeks. The subscale has a reliability range of 0.91 to 0.63. The scale had good criterion validity when compared to teacher judgments of social maturity qualities.

4) Social Adjustment Inventory

Social Adjustment Inventory developed by Deva (1990). It consists of '100 items under three areas'. It is nominal type yes or no value scale. There are three scoring stencils for the scoring. Stencil No.1 for the 'Dishonesty score'. Stencil No. 2 for the 'emotional adjustment score' and Stencil No. 3 identifies for social adjustment score. On the student of class IX to XII. Two months later, the test-retest reliability was 0.91. The inventory's emotional and social adjustment scale was verified using the relevant scales of Saxena's Vyaktiva Parakh Prashnavali, MA-62 (3). Validity values of 0.81 and 0.79 for the two scales, respectively, have been determined.

7.0 Analysis of Data

The following plan of analysis will be used to analyze the data:

1. Social Intelligence, Social Maturity and Social Adjustment levels will be determined by calculating percentage values according to Gender, Religion and Place of Residential status.
2. 'F' test (ANOVA) will be calculated to find out the impact on Gender, Religion and Place of Residential of Social Intelligence, Social Maturity and Social Adjustment of students.

3. t-test will be conducted to ascertain if subgroups related to Gender, Religion and Place of Residence exhibit statistically significant differences in the students' Social Intelligence, Social Maturity and Social Adjustment scores.
4. Coefficient of correlation between Social Intelligence, Social Maturity and Social Adjustment on Gender, Religion and Place of Residence.
5. A suitable graphical representation of the result will be drawn.

8.0 Significance of the Study

This study will be helpful for the students to remove their problems related to education because social intelligence is the capacity of a man to understand the feelings and emotions of others and react according to the circumstances similarly social maturity comes with age which helps to individual's living of standard in a society, with love, co-operation and kindness. Whereas social adjustment plays a significant role to be well adjust of his/her surrounding environment. It is because every society has certain customs, traditions, norms and ideals.

Therefore, this study will be very useful because its result may generate useful knowledge regarding student's socio-cultural background. Being socially mature, socially adjusted, and socially intelligent are all highly valued qualities. The current investigation takes on more importance in the study.

9.0 It's Relevance to the present day problem and need to the society

The proposed study is very relevant for upliftment of the society. In the present era. It is marked with social confirmation due to diminishing social norms, it is difficult to lead a successful life in the society without social intelligence, social maturity and social adjustment.

10.0 Contribution to Existing Knowledge

Now a day socially acceptable behaviour is very important for society. Presently very little number of studies has been undertaken on this topic in Ranchi town of Jharkhand. Students' Social Adjustment, Social mat Maturity and Social Adjustment will all benefit from the study's findings.

11.0 Future Work

In the present study, only college students have been selected. Therefore, in the future, a larger sample size may be used to perform a comparable research. College students may benefit from

the results in terms of their Social Intelligence, Social mat Maturity, and Social Adjustment to college life.

12. Tentative Chapters

1. Introduction
2. Review of Literature
3. Methodology
4. Analysis of Data
5. Summary and Conclusion

References

Appendices

Note: It is tentative structure of synopsis; minor modification may be made depending upon the nature of the data obtained.

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